

School Strategic Plan 2025-2029

Silverton Primary School (5120)



Submitted for review by Mark Pollard (School Principal) on 11 November, 2025 at 11:45 AM

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School Strategic Plan - 2025-2029

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School vision	Silverton Primary School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become resilient learners. The school aims to maximise student potential and instil gratitude in a safe and empathetic community in which student voice and curiosity is valued; as is academic achievement, positive relationships and cultural diversity. The rights of all are highly valued and respected.
School values	Silverton Primary School's values are: Resilience: Silverton Primary School students show resilience through perseverance and determination even when they are faced with a challenge. They display a growth mindset and demonstrate problem solving skills. Students who are resilient are willing to give things a go when moving out of their comfort zone, especially when trying something new. They are always proud of their efforts. Resilient students are flexible in their thinking, willing to work with a range of different people and use a variety of different coping strategies. Respect: Silverton Primary School students show respect by treating each other with kindness, regardless of our differences. They show pride in their work and their school. Respectful students use manners, follow the school expectations and treat others fairly. They are compassionate and empathetic; always being mindful of their actions and other people's feelings. Empathy: Silverton Primary School students show empathy by recognising other people's emotions and understanding how someone else might be thinking or feeling. Empathetic students show emotional intelligence and understand the impact they have on other people. They are inclusive, kind and caring; accepting of everyone's differences. Students who are empathetic share their successes and celebrate the achievements of others openly. Gratitude: Silverton Primary School students show gratitude by being thankful and appreciative of our school community. They are grateful for the amazing opportunities they have and the diverse learners at our school. Students who are grateful take on challenges and live in the moment; always sharing and celebrating theirs and other successes. They are accepting of

	everyone and acknowledge the positives in their own life. Students display gratitude by listening to each other and taking on diverse opinions whilst having a growth mindset. Curiosity: Silverton Primary School students show curiosity when exploring new learnings. They dream big and challenge themselves through thoughtful listening and questioning. Curious students are brave and never give up, showing their determination when they are faced with a new idea. They are investigators who are inquisitive about their learning and passionate about their projects. Curious students celebrate differences and take on diverse perspectives with new discoveries.
Context challenges	Silverton Primary School is situated in Noble Park North. The school opened in 1977. It contains five flexible learning spaces, as well as specialist facilities, around a central courtyard. Specialist facilities include learning spaces related to; Media Arts, Visual Arts, Physical Education, Instrumental / Classroom Music, Dance / Drama, STEM, EAL, LOTE (Mandarin) and Science rooms. Physical features of the school include an undercover performance area, environmental pond area as well as a school vegetable garden and chicken coup. The school has a large sports oval, numerous playgrounds facilities catering for all ages, as well as synthetic hard-courts. The use of digital technologies as a teaching tool is embedded throughout all teaching programs. Technology devices including laptops, desktop computers and iPads are readily available to all students as well as multiple interactive TVs in each learning space. Robotics, 3D printing, coding, media centre, green screen, radio/ recording studio are available to students in all levels. The school services a culturally rich community; with 40% of the student population from non-English speaking backgrounds. The enrolment in 2024 was 440 and an SFOE (Student Family Occupation and Education) index of 0.3916. In 2024 the school had a teaching staff of 36. This comprises two principal class personnel and three learning specialists. 1.6 learning tutors and a mixture of expert, accomplished and graduate teachers. The school also employs a number education support staff to support the rich curriculum that is provided. The schools' grounds are well maintained by a handyman/gardener, which is supported strongly by the whole school community. The school's learning spaces have been structured around the four levels for primary education, with staff working in professional learning communities at each of these levels. This structure allows for and encourages high level team planning and curriculum implementation. The school's major focus is on teaching and learning with an emphasis on making the curriculum 'authentic'. Children accept responsibility for their own learning, along with learning through collaboration with peers and adults. Opportunities are also provided for students to pursue personal learning passions and negotiate their curriculum. The development of open-ended 'Inquiry-Based' learning is embedded into the practices across the school and 'Play Based' learning is entrenched in Foundation to Year Two through 'Discovery Time'. This philosophy encourages students to participate in active investigation and to integrate, rather than separate their knowledge, as they move from acquisition of facts to the development of deeper understandings.

Analysis of the school's NAPLAN data in Reading and Numeracy placed the school in the medium performance group. The percentage of students with high or medium growth NAPLAN Reading (Year 3 to 5) was below similar schools, and the percentage of students with high or medium growth NAPLAN Numeracy (Year 3 to 5) was well below similar schools. Class observations revealed that teacher practice required strengthening. Positive endorsement of the AToSS (Years 4-6) factor Student voice and agency had decreased and was below similar schools. The panel determined there should be a focus on improving learning growth. The first KIS will focus on strengthening a culture of high expectations for all students. The second KIS will focus on strengthening the partnership among staff, student and families/carers to create a shared responsibility for students' learning and wellbeing. The third KIS will focus on building teacher capacity to implement evidence-based teaching and learning practices.

Analysis of the school's AtoSS (Years 4-6) wellbeing measures and attendance data placed the school in the improving performance group. Positive endorsement of the AtoSS factors Managing bullying and Student voice and agency had improved. Endorsement of these factors was below similar schools. The Attendance rate placed the school in the medium performance group and well above similar schools. Fieldwork revealed a lack of goal-setting practices and there was inconsistency in the precision of teacher feedback to students. The panel determined there should be a focus on enhancing student agency and engagement in learning and wellbeing. The first KIS will focus on building student capacity to become active participants in their learning and wellbeing. The second KIS will focus on the development and implementation of a whole school approach to tiered and responsive systems which support student wellbeing and inclusion.

In 2024, staff were introduced to the VTLM 2.0 model through PLCs. The school was exploring cognitive load theory and the structure of lessons. Updating of the current teaching and learning model had occurred, to ensure the elements of learning were considered.

Next steps include further work on cognitive load theory and the science of learning. Alignment of the current teaching and learning model with VTLM 2.0 to clearly define the areas for attention is to be investigated, supported by DE lesson plans. An audit of current teaching practices and lesson structure is planned. The audit will be supported through peer observations and learning walks. The elements of teaching and learning will guide coaching work. Consideration of the use and layout of the open plan learning centres, to support the VTLM 2.0, will be included in the work.

The school had purchased decodable readers and revamped the existing letter-sound continuum. The school was building staff capacity through professional learning, coaching and PLCs, and learning walks.

The next steps include building teacher capacity and consistency of practice, creating predictable routines, introducing fluency paired reading processes, and building consistency in teaching and learning sequences.

Intent, rationale and focus	Moving forward Silverton Primary school is focused on continuing to improve student outcomes and learning growth through the increased capacity of it's teachers. Building a culture where high expectations of all students is the norm and cultivating an environment where students are active participants in their learning will also be a priority. A focus on the inclusion of consistent evidence-based practices in all classrooms and the development of strong curriculum documentation will ensure a guaranteed and viable curriculum for all students. Continued work on strengthening the partnership between home and school will be prioritised which will also help to support the work around building a culture of high expectations and encouraging students as active participant in their learning.
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Goal 1	Improve literacy and numeracy learning outcomes for all students.
Target 1.1	By 2029, increase or maintain the percentage of Year 5 students achieving high or medium NAPLAN benchmark growth in: • Reading from 76% in 2025 to 80%. • Numeracy from 92% in 2025 to at or above 92%
Target 1.2	By 2029, decrease the percentage of students achieving the Developing or Needs Additional Support NAPLAN proficiency levels in Reading for: • Year 3 students from 39% (2024) to 15% • Year 5 students from 28% (2024) to 15%
Target 1.3	By 2029, increase the percentage of Year 1-6 students assessed as At or Above expected Victorian Curriculum learning growth in Reading, according to Teacher Judgements, from 73% (2024) to 78%.
Target 1.4	By 2029, decrease the percentage of students achieving the Developing or Needs Additional Support NAPLAN proficiency levels in Numeracy for: • Year 3 students from 39% (2024) to 15% • Year 5 students from 28% (2024) to 15%

Target 1.5	By 2029, increase the percentage of Year 1-6 students assessed as At or Above expected Victorian Curriculum learning growth in Mathematics 2.0, according to Teacher Judgements, from xx% (TBD) in 2026 to be at or above xx% (TBD) by 2029.
Target 1.6	By 2029, increase the student positive endorsement of the Attitudes to School Survey factors: • Effective teaching time from 78% (2024) to 83% • Differentiated learning challenge from 80% (2024) to 84%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen a culture of high expectations for all students
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the partnership among staff, students and families/carers to create a shared responsibility for students' learning and wellbeing
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.c	Build teacher capacity to implement evidence-based teaching and learning practices that support all students.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Enhance engagement and wellbeing outcomes for all students.
Target 2.1	By 2029, increase the student positive endorsement (Years 4 - 6) of the AtoSS factors: • Managing bullying will increase from 70% (2024) to 74% • Effective classroom behaviour from 73% (2024) to 77% • Student voice and agency will increase from 61% (2024) to 66%
Target 2.2	By 2029, maintain the average attendance rate at or above 89% (2024).
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build students' capacity to become active participants in their learning and wellbeing.
Key Improvement Strategy 2.a	

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement a whole school approach to tiered and responsive systems to support student wellbeing and inclusion.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	